G. R. S. IX-5]

Previous references.

1915-16.

(9 Jan)

File No. 114 - 15.

Serial Nos. 1

Later references.

GENERAL AND REVENUE SECRETARIAT.

Serial Nos. 1

Part B for January, 1917.

SUBJECT.

Resolutions passed by the Education Committee relating to the Education of the Backward classes.

W D 88—GPB—50,000—24-7-16

10/4/17

G. R. S. 11] 1915-16

GENERAL AND REVENUE SECRETARIAT.

(Edn.)

NOTES.

File No. 114-15

FILE HEADING.

Education of Backward classes.

From

The Secretary: Conference

No. 2024 Dated. 28-2-16 Received 29. 2-16.

Diary No. 3253	Enclos. 6	Spare Copies.	Serial No. 1

BRIEF ABSTRACT OF LETTER.

Submits for the orders of Govt. a list of resolutions passed by the Edn. Conf. relating to the "Education of Backward classes."

NOTES AND ORDERS.

Approved

1. The opinion of the I. S. C. may also be obtained, as all the resolutions involve expenditure to be met from the Edl. budget.

L
111

Notes—First Sheet. 1573

GPB—20,006—8-8-14

3253

3

G. R. S. 12]

General and Revenue Secretariat. | File No. 214 of 1915.

Serial No.

2. May the Orders of the Govt. unofficial be sent to the Dy of Exs. for his views in the matter?

3. Put up a draft calling for the views of the Dy Exs on the scheme & the additional cost involved & what the immediate requirements for the next three years are in this respect.

Sd 18/3/16

Sd 16/3

Sd 16/3/16 4. Draft put up

Sd 17/3

5. The subject is a very important one and may be considered at the next Conference if agreed

(1st Member)

Sd 18/3/16 Sd 18/3

6. I have no objection.

Sd 21/3/16

7. Please make this the leading case and call for the Orders Govt.

Sd 23/3/16 24/3

Others have issued Resolution of the General Communities in the Public Service (Note copy put up)

[Linked to Resolution on file]

NOTE—Contn. sheet.

GPB—70,000—17-12-15

G. R. S. 12]

General and Revenue Secretariat. | File No. 114 of 1915-16

Serial No.

Returned to Mr [redacted] with a copy of G.O. No 2 Ag 79 20 11/16 Re adequate Representation of backward classes in the public Service

17/1/17

Subj for perusal. The papers may be filed.

18.1.17

20/1

please [illegible] forwarded [illegible]

B

NOTE—Contn. sheet.

GPB—70,000—17-12-15

5

No. 2074 --- Encs. 6 Mysore Economic Conference,

Dated Bangalore, 28 February 1916.

DIARY No. 3253

SECTION Ed
FILE No. 114-15
SERIAL No. 1

From

The Secretary,
Mysore Economic Conference,
BANGALORE.

To

P. G. D'Souza, Esq., B.A., B.L.,
Secretary to Government.
Departments of Education and Agriculture,
BANGALORE.

Sir,

With reference to "Education of Backward classes", a subject on the programme of the Education Committee for the current year, I am directed to submit herewith for the orders of Government a list of resolutions passed by the Committee at their meeting held on 28th January 1916.

I am to state that the resolutions are based on the recommendations contained in the note of Mr. M. Basavayya a member of the Sub-Committee to whom the question was referred for consideration.

A copy of the note referred to above is also enclosed.

I have the honour to be,
Sir,
Your most obedient servant,

Secretary.

The Mysore Economic Conference.

Education Committee.

---0---

Resolutions passed at the meeting of the Committee held on 28th January 1916.

Subject:- EDUCATION OF BACKWARD CLASSES.

(1) That the accommodation in and the grant for the Central Boarding School in Mysore be increased from year to year according to need until provision is made for admitting about 150 boarders into the institution.

(2) That in all district head-quarter towns except Mysore, a two-room building of the type design be provided at Government cost and a literary and an industrial teacher be provided for each school.

(3) That in Taluk Stations and large villages a building of the type design be provided at Government cost if the average attendance for the preceding triennium has not been less than 20.

(4) That a recurring provision of Rs 1,500 a year be made for the grant of scholarships to pupils of backward classes as described in the proceedings of the meeting of the Education Committee held on 29th July 1911 in all non-residential Schools at rates sanctioned for Girls' Schools, Viz:-

(a) 8 annas per mensem for the I Vernacular Class;

(b) Rupee 1 per mensem for the II Vernacular Class;

(c) Rupees 2 per mensem for the Vernacular Classes from the III Class upwards, and for all Anglo Vernacular Classes. (Vide G. O. No. 2784-5/Edn. 439-13-2 dated 9-2-15)

(N.B. Resolved that the term "Backward Classes" be taken to include Holeyas, Madigas, Halepaiks, Lambanis and such other tribes or castes as require special Schools for some reason or other.)

"Copy"

For Secretary.

The Mysore Economic Conference,

Education Committee.

--:0:--

Education of backward classes,

The subject of the Education of the backward classes in Mysore was referred by the Educational Committee on the 28th July 1915 to a Sub-Committee consisting of Messrs.-(1) K. Chandy, (2) M. Humza Hussain and (3) myself to consider the facilities needed to promote their education and to suggest measures tended to progress their material and intellectual condition.

The subject was informally considered at a meeting of the Sub-Committee held at "Ringwood" on the 15th August '15 on my letter dated 9th August 1915 to the Secretary Educational Committee (copy of letter enclosed). The Secretary of the Educational Committee at this meeting suggested in reply to a query raised by me as to "who ~~from~~ form the backward classes in Mysore", that the depressed classes popularly termed as such in British India such as Holeyas, Madigas, Lambanies etc. formed the only backward classes in point of Education in Mysore.

I consider this informal definition of the term backward classes without the collection of statistics in the form printed in the Agenda for the Conference 1915 and referred to by that body to the Education Committee as subject 13 page 10 of the printed programme of the Education Committee for 1915-16, rather unsatisfactory.

At the sitting of the Education Committee the same question having been raised by me, the Chairman of that Committee observed that the depressed classes were alone

called

called backward classes and that the term had been so defined in the proceedings of the 1st meeting of the Education Committee held on the 29th July 1911. In regard to the Statistical figures sought for, the Inspector General of Education undertook to supply the same from his office to the extent it was available. I saw the Inspector General of Education and the Secretary of the Education Committee on the 18th September, and some satistics and extract of the proceedings above referred to have been since furnished to me but the particulars in greater detail which the Secretary, Education Committee, promised to get from the Hindu depressed class Education Mission, Mysore, in his letter dated 19th August 1915 has not yet been supplied (since received and sent to him).

With the available information I am of opinion that the term backward classes in the Proceedings of 1911 is taken to include Holiyas, Madigas, Halepaiks, Lambanis ~~and~~ and such other tribes or castes as require special schools for some reason or other. From the underlined words in the above definition I find (1) that the term backward classes includes but is not synonymous with the depressed classes who come under the head of the caste or classes specially enumerated by name (2) that the term backward classes is not clearly defined on any definite data (3) that no statistics appear to have been collected for a clear determination of the term backward classes, (4) It is not clear what the other tribes or castes are, that are included.(5) It is not clear what the reasons are which guide us to establish special schools for them. (6) The enumeration of the castes in that definition is not exhaustive.

I propose to deal with the education of the backward classes

classes specially mentioned in the Proceedings of 1911 as requiring special schools or more generally classes which are considered as depressed separately and leave the question of other backward classes and their education to my next report.

In this report I confine my attention only to the Education of depressed classes or more particularly called the low caste Hindus printed in column 18 on pages 1 and 2 of the proposed Educational statistics table.

Low caste Hindus:- The term includes the Agasa, Holiya, Korachar, Lambani (Hindu) Madiga, Nayinda, Mochi and Wadda.

The population of the above castes according to Districts is shown in a separate table here annexed as enclosure No. 2.

The Animistic classes include the Iruliga, Koracha, Koramar, Lambani and Soliga.

		Population.
Iruliga	...	1,889
Koracha	...	14,579
Korama	...	6,281
Lambani	...	41,223
Soliga	...	1,796
	Total	65,768 population in Mysore.

From enclosure 2 it will be seen that the population of the Agasa, Holiya, Madiga, Koracha, Mochi, Wadda and Hindu Lambanis or low caste Hindus total a population of nearly 1,191,000 and that of the Animistic class is about 65,768; the two put together would give us a clear population of 1,256,768. This represents roughly a quarter

of

of the population of the State.

Enclosure 3 will give us amongst the above classes a population of 162,113 boys of ages between 6 and 15 years and 115,482 girls of ages between 6 and 12 years. Thus totaling up to a strength of 277,595 boys and girls of school going age. I consider that the school going age of boys is between 6 and 15 and that of girls from 6 to 12 years as the average limit for low standard.

From the above it will be seen that the education of 277,595 boys and girls ought to be seriously taken into account when we consider the future economic prospect of the State. It would also be seen from enclosure 2 that there is a population of 526,889 Low caste Hindus other than Animistic in the three Districts of Bangalore, Kolar and Tumkur. There is a similar population of 391,284 in the Districts of Mysore and Hassan, while the three Districts of Shimoga, Kadur and Chitaldroog have a like population of 272,897. The Animistic classes of a total population of 65,768 in the Province if added on to these Divisions according to their distribution, the figures above quoted would be much larger.

I shall deal with the facilities for education this large population now has in the Mysore State.

It is unfortunate that almost the whole of these classes are practically prohibited by Hindu Society either directly or indirectly, from entering the Educational Institutions in the Province whether aided or managed by Government. The Hindu Society is unfortunately less tolerant of the Educational, Social and Religious needs of this large population and it would be unjust and inequitable to allow them anymore to lie in darkness and ignorance about

about their own rights without a reciprocal disadvantage and loss to the State. It cannot at the same time be forgotten that these are the hardy and useful citizens of the State who have in most cases adopted agriculture as their chief profession, while in other cases they are practising their ~~advocations~~ avocations such as Barbers, Shoe-makers, Rope-makers, Basket and Mat-weavers and other minor occupations of life. They are invariably very poor and except some perhaps some of the Korachars who are criminal tribes, all thereat are with exceptions peaceful, innocent and simple in their habits and life. Their desires are very humble. The necessity therefore to improve their condition is doubly enhanced.

His Highness the Gaekwar of Borada amongst other leading Indians took the initiative and his liberal heart pointed out that the present backward condition of these depressed classes who do not earn more than a couple of annas a day was their untouchable character in Society. His first aim was to get rid of this idea from the minds of the Hindu Society and he considered that the subsequent measure for their elevation was to be the same as that of the other backward classes in India. These classes form a sixth or less than a fifth of the total population and therefore in considering the economic prospect of India as a whole, his key note was to boldly tune the vital chord of the people to rectify the defects of their Social and Religious ideals. His impetus was a national movement. His aim was to limit and to curtail the tyrannical and despotic sway of rigid religion which crushed the very roots of the people. His object was to dispel all sense of personal pride, questionable individuality and the ambition of the Indian organization. Last but not least his goal was to introduce a leavening influence into the state

of

12

of India society by the ideals of common brotherhood and a feeling of humanity, to enable them to claim justice, respect and influence as a united people. Other thinkers only recognized our duty and responsibility of improving both the surroundings and the character of the depressed classes by every means in our power, in a spirit of conciliation and least resistance. The diffusion of knowledge, the spread of education, culture and the elevation of the moral tone and their surroundings are urgently needed to produce leaders and reformers from amongst themselves who will soon form the nucleus of civilisation to give the members of their community the progressive status and firm position in the solution of their social and economic problem. It is however feared that special facilities will not touch the root evil but only perpetuate the old custom with a hope that encouraging facilities for Education may create some important leaders in their community. The Holiyas and Madigas particularly have no religion worth the name, and before they convert themselves to other religions where they get mixed up with stronger forces and may united, protest against the inequality now meted out to them; the following suggestions are advanced for the kind adoption of the Committee.

The literacy in the Vernacular among the Holiyas is about 18 for every 1,000 people, while that of the Madigas and Lambanis is not more than 5 for every 1,000 people. Enclosure 5 will show the position these people occupy in education. These figures are so low and infinitesimal considering the importance, that we may safely take it for granted that there is virtually no appreciable literacy in them. Enclosure 4 furnished by the Secretary of the Education Committee on 19th August 1915 shows that in Mysore there are four girls' schools, two mixed schools,

five

13

five boys' schools and four night schools with a total strength of 331 boys and 221 girls under instruction at a cost of about Rs. 200 a month under the management of the Hindu depressed class Education Mission, Mysore. This is the only available information furnished to me in answer to my querry in enclosure No. 2. I consider that this arrangement does not in any degree meet the wants of the people for whom it is meant. From the above it may be observed that we may conveniently select three different centres for these people. Bangalore, for the Districts of Bangalore, Tumkur and Kolar. Mysore for the Districts of Mysore and Hassan. Shimoga as the centre of Shimoga, Kadur and Chitaldroog Districts. In these three different centres I propose that three Boarding Schools may be started to accommodate and educate about 75 boys and girls in each. The Boarding and tuition ought to be rendered free and it should be a condition precedent that the boys and girls must permanently reside in the Boarding House and school for a period of four to five years to be determined by a committee in its details. The children shall be given education in the Vernaculars and possibly in a little English up to the Lower Secondary standard and that with literary education shall be coupled industrial or avocational practical training in carpentry, weaving, smithy, agriculture, rattan, matwork, lacquer-ware, rope and basket work, gardening and drawing. The course of instruction shall be for a period of four to five years. The first two years shall be devoted purely for literary education unless the boys and girls are sufficiently grown up. During the next three years and to grown up boys and girls literary education for four hours a day and industrial and avocational training for four hours in the afternoon may be given. In the evenings lectures on Sanitation and a taste for health, character, morality and sobriety, studies

into

14

into the life and teachings of Buddha may be imparted to make them after the end of their course grow into useful citizens and take the work of civilising their own men and women and they shall be invariably encouraged and sent out as teachers as Maistries to the various Taluks and other District-Schools to be opened for the depressed classes.

The probable cost of each of these three central Institutions for a period of one year would be as under:-

One Superintendent	Pay Rs. 150 x 12		Rs. 1,800
One Head-Master	"	75 x 12	900
Two Assistant Masters	(30 & 20) 12		600
Eight Maistries at	"	25 x 12	2,400
One Sub-Assistant Surgeon's allowance		10 x 12	120
One Clerk and Store-keeper		15 x 12	180
Two peons	"		200
Contingencies and building rent			1,200
Advance for machinery appliance, seed, cattle, books, hide, rattan, timber, yarn and iron etc. lumpsum			5,000
Boarding ...		...	3,500
		Total Rs.	15,900

During the 4th and 5th years grown up students may be encouraged by the distribution to them of the net profits of their labour by the sale of their respective work.

These institutions shall be under the control of respectable and enthusiastic workers and trustees who are in much sympathy with the progress of the depressed classes in general.

In other District towns smaller schools may be started with two teachers for literary and two maistries for avo-

cational

avocational training. Though these are not Boarding Houses the boys and girls will receive free instruction and also get an inducement scholarship of one to three rupees each for a period of three years.

Cost of the Five District Schools.

Each school of two teachers	(30 & 20) x 12	Rs. 600
Two Maistries	(2 x 20) x 12	480
Scholarships		. . .
	Total Rs.	1,080

The students from the three central schools shall be bound to manage schools after their term in different Taluks and Districts and they shall all be Government Institutions. Where these communal people require schools for their children and there is a sufficient prospect of such schools becoming popular and a success in Taluk Towns, the Government shall open them at their cost in rented buildings for a period of two years and pay all the cost of maintenance and supervision and construct a building for them when it is found necessary.

In the result the cost of the upkeep of the three central institutions would be about Rs. 47,000 a year. The cost of the other five District Schools may come to about Rs. 5,400 a year and this sum with Rs. 47,000 for the central schools would not in my opinion be any unsatisfactory proportion that could be spent from the educational allotment of twenty lakhs of rupees, for the education and economic prospect of the children of about a quarter of the population of the Mysore State.

I am of firm conviction that if this scheme were

liberally

16

liberally adopted, it would eventually educate a fair portion of the backward classes and would better them in after life by improving the economic condition of their people and raising their earning capacity and introduce an atmosphere of healthy discipline, sobriety and peaceful home-life, raise the literary tone and economic condition of a quarter of our humble brotherne, by imparting to them a feeling of gratitude and usefulness to the rest of the body politic.

Should they turn out as agriculturists, some of the cultivable waste land may be given them rent free for a period of five years, with increasing rents every five years to reach at the end of twenty years such rates as could be settled on lands of equal quality.

I pray that the above scheme of well conducted Boarding Houses, avocational and literary schools with much sympathy towards their condition, would introduce a new element of activity in the future prospect of our State.

18-12-1915. Sd/- M. Basava Iya.

" C o p y "

S e c r e t a r y.

Enclosure 2.

LOW CASTE HINDU POPULATION DISTRICTWAR.

Castes.	Bangalore.	Kolar.	Tumkur.	Mysore.	Hassan.	Shimoga.	Kadur.	Chitaldroog.	Total.
Agasa	12,882	13,295	12,687	21,817	10,721	12,262	4,337	8,744	96,845
Holiya	81,533	101,343	29,873	198,325	91,728	27,711	54,272	9,862	594,937
Koracha	51	71	67	1,818	744	2,231	1,001	10	6,093
Madiga	56,262	54,161	65,757	26,937	13,558	23,544	14,214	50,163	304,676
Mochi	178	25	86	402	10	263	99	179	1,228
Nayinda	7,910	10,383	3,985	10,159	3,009	1,208	514	1,194	38,361
Wadda	25,458	33,800	16,986	5,821	6,116	17,768	6,255	27,336	141,540
Lambani	87	2	7	198	11	7,161	2,566	3	9,945
	184,361	213,080	129,448	265,387	125,897	92,148	83,258	97,491	1,193,325
		526,889		391,284			272,897	Deduct for C & M Station.	2,255
									1,191,070
								Animistic class	65,768
							Provincial Total		1,256,838

Enclosure No. 3.

Caste.	Boys from 6 to 15 years.	Girls 6 to 12 years.
Agasa	12,488	8,710
Holiya	75,711	54,098
Koracha	705	647
Lambani Hindu	1,585	1,059
Madiga	40,152	28,820
Nayinda	4,855	3,428
Mochi	170	113
Wadda	18,392	13,323
Animistic.		
Iruliga	128	43
Lambani	6,173	4,217
Korama	748	543
Koracha	1,053	298
Soliga	253	183
Total	162,113	115,482

Grand Total:- 277,595 Boys between 6 and 15 years and Girls between 6 and 12 years of age.

----:0:----

Enclosure No. 4.

1. The name of the Committee	The Hindu Depressed Class Education Mission.
2. The members of the Committee	Mr. V.N. Narasimhaiyengar, President " A. Narasimhaiyengar, Vice do " H. Nanjundaraj Urs. " M. Venkatakrishnayya. Dr. V.L. Manker. Mrs. S. Rangamma. Mr. G. Virupakshiah.
3. Number of Schools	Four. 1. Maharani Vani Vilas Girls'Schools (a.120 girls) (b.32 girls) 2. Sundarabhuddi Girls' School 40 girls. 3. Kannegowdankoppal Girls' School 28 boys and 10 girls.
4. Mixed Schools	Two. Industrial School where rattan works are taught (11 boys and 9 girls) Mixed Schools, Doddaholageri (50 boys and 10 girls)
5. Number of Boys' Schools	Five. 144 boys.
6. Number of Night Schools	Four. 108 boys.
7. Cost of maintaining these Schools	Rs 200 per month.
8. Number of teachers employed	20 only.
9. House rent	Rs 7 only (We have been paying house rent for two buildings, the remaining are being given free for the time being).
10. The money available for the construction of buildings	N i l.
11. Other information	Her Highness the Maharani Regent was graciously pleased to give a donation of Rs 1,000 for the Panchama Schools. His Highness the Maharaja of Alwar was graciously pleased to give a donation of Rs 250 towards the Panchama Schools. Some other sundry donations to the extent of Rs 41. Monthly subscriptions have been received on an average of Rs 43 From the above funds the expenditures have been met towards the establishment and other contingencies.

15-10-1913

Sd/- A. Narasimhaiengar,

M a n a g e r.

----:0:----

Enclosure No. 5.

Classification of low caste pupils in public and private Institutions in Mysore.

	Boys.	Girls.
Colleges	1	-
A. V. Schools for boys	391	27
Vernacular Middle School for boys ...	120	19
Primary School for boys	4,367	525
Primary Schools for girls ...	-	189
Training School for masters ...	1	-
Industrial Schools	37	6
Private Institutions	506	24
	5,423	790

In 14 other grade of institutions there are no pupils.

GOVERNMENT AYURVEDIC COLLEGE, MYSORE.

Statement of scholarships awarded for the study of Ayurveda for the past six years.

Year.	Nature of scholarship.	Value of scholarship.	No. of scholarships available.	Number of students in receipt of scholarships (One column for each community.	Remarks.
1910	Scholarships at the rate of Ayurveda granted from the Muzrai Funds.	Scholarships at the rate of Rs.8/-, Rs.10/- Rs.12/- and Rs.12/- per mensem for successive four years' course of study.	Five per year.	9) 13) 17) 17) 17) 8) All Brahmins.	As Sanskrit is made compulsory, students of other communities, except the Brahmians, could not get admission into the College.
1911					
1912					
1913					
1914					
1915					

N Madhava Rao
For Muzrai Superintendent